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ABSTRACT

This guide is intended to serve as a source of information pertaining to educational provisions for handicapped and disadvantaged students enrolled in vocational education programs in Alabama. The following topics are discussed: legislation (the Rehabilitation Act of 1973, the Education of the Handicapped Act, the Carl Perkins Act, and Alabama Public Law 106); set-aside funds for the handicapped and disadvantaged (general uses of excess cost funds and procedures for obtaining funds); disadvantaged students (federal classification criteria, eligibility requirements for special services paid for with excess cost funds, identification of and special services for educationally and economically disadvantaged students, accountability, and examples of programs for disadvantaged persons [mainstreaming and special programs and services]); handicapped students (classification criteria, eligibility requirements for services paid for through set-aside funds, identification and placement of handicapped students in special and vocational education programs, alternative services and assistance for handicapped students, and work experience programs that provide handicapped students with direct participation in the world of work); other concepts, programs, and services (least-restrictive environments, modified programs, separate specialized programs, and related services); and commonly asked questions and answers (excess cost funds in relation to general uses, equipment, and salaries; identification of handicapped and disadvantaged students; and provision of services). (MN)

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Special Needs Handbook

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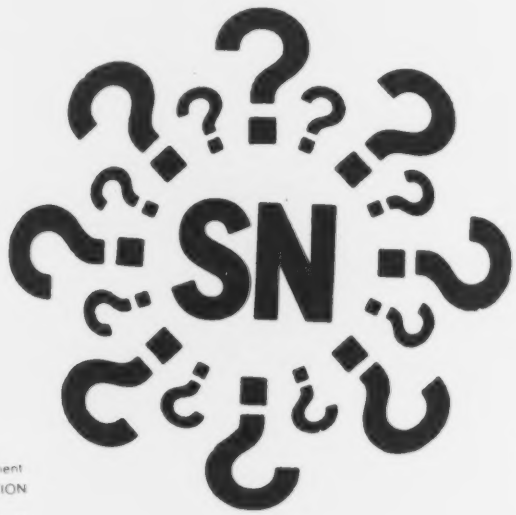

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Alabama State Department of Education
Division of Vocational Education Services
Montgomery, Alabama April 1987

ALL YOU EVER WANTED TO KNOW

ABOUT

SPECIAL NEEDS BUT DIDN'T KNOW WHO TO ASK

State of Alabama
Department of Education
Division of Vocational Education Services
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

April 1987

It is the official policy of the Alabama State Department of education, including postsecondary institutions under the control of the State Board of Education, that no person in Alabama shall, on the ground of race, color, handicap, sex, religion, creed, national origin, or age, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

This publication has been reviewed in compliance with Public Law 98-524, the Carl Perkins Act of 1986 for the elimination of sex bias, sex discrimination, and sex-role stereotyping.

FOREWORD

The Carl Perkins Act (P.L. 98-524) of 1985 requires educators to look at each person as an individual. It encourages educators to use their imagination and creativity to meet special and unique learning needs youth and adults with academic and economic deficiencies and handicapping conditions.

We, as educators, have a moral obligation to serve the disadvantaged and handicapped youth of our society. Such services should be provided under the same philosophies, purposes, goals, and aspirations as the nonhandicapped and nondisadvantaged.

ALL YOU EVER WANTED TO KNOW ABOUT SPECIAL NEEDS BUT DIDN'T KNOW WHO TO ASK was developed by the staff of the Special Needs Unit in the Division of Vocational Education of the Alabama State Department of Education. Input for the content was provided by the Division staff of Vocational Education as well as many local school system personnel. We hope this handbook will help to eliminate the lack of information pertaining to the handicapped and disadvantaged students in the state.

Robert T. Carter, Director
Vocational Education Services

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INTRODUCTION

This handbook is designed for the vocational teacher and the vocational administrator. It will also be useful to others who have responsibility in conducting or administering services to the handicapped and disadvantaged under intent of Public Laws 94-142 and 98-524, such as special education coordinators and special education teachers.

The content of this handbook is not all inclusive. However, it is a compilation of all the areas in which local school administrators have requested technical assistance and questions to which answers have been requested pertaining to the handicapped and disadvantaged in vocational education from the Special Needs Unit of the State Department over the past several years. Hopefully the content of this handbbook will provide many answers to local school personnel who are concerned with the handicapped and disadvantaged in vocational education. An attempt has been made to present information and answers in a pragmatic way without the use of legislative jargon.

GENERAL CONTENT AND INSTRUCTIONS ON USING THE HANDBOOK

The chapters, sections, and content pages are numbered so that you may find the area of interest or concern in the content pages. From the content pages you will be given the section number and page number that deals with the specific area. The first digit in the section reference is the chapter number and subsequent digits refer to sections within the chapter.

Chapter Six contains a list of frequently asked questions and the answers to the questions. The subject matter of each question is listed in the Contents Section in alphabetical order For example, to find answers to questions related to using set-aside funds (excess cost) for purchasing equipment, look under Equipment in the Contents for Chapter Six

Chapter One is very short and summarizes the essence of legislation pertaining to the handicapped and disadvantaged.

Chapter Two deals with the explanation, concept, and general use of excess cost funds for both the handicapped and disadvantaged.

Chapter Three deals specifically with the academically and economically disadvantaged, criteria, classification, identification procedure, responsibility and use of excess cost, etc.

Chapter Four provides specific information about the handicapped. Such things as responsibilities, identification, placement, excess costs, and providing services are explained.

Chapter Five gives explanations of general concepts and programs pertaining to both the handicapped and disadvantaged, such as related services, separate special programs, and least restrictive environment.

Chapter Six, as mentioned earlier, gives answers to frequently asked questions pertaining to the handicapped and disadvantaged.

The handbook has been assimilated in a special cover so that deletions and supplements may be made when necessary.

Chapter 1

LEGISLATION

1.1 REHABILITATION ACT OF 1973 (PUBLIC LAW 94-112)

This law is the basic civil rights legislation for handicapped persons. Section 504 of this Act says that projects or agencies receiving federal funds must not discriminate against any handicapped person in providing accessibility to educational programs. Since all public school systems in the State of Alabama receive federal funds for the operation of vocational programs, they must comply with Section 504 of the Rehabilitation Act or risk losing federal funds.

1.2 THE EDUCATION OF THE HANDICAPPED ACT (EHA)

This Act is more specific than the Rehabilitation Act in that it deals with the educational opportunities of handicapped persons from birth to age twenty-one. Part B of this Act was amended by the Educational for All Handicapped Children Act of 1975 (Public Law 94-142). This law seeks to insure all handicapped persons opportunity for a free and appropriate education by providing to the states a considerable amount of Federal money to be used in the education of the handicapped. This law closely parallels Section 504 on the Rehabilitation Act and, in turn, points the way to a still more specific law, the Vocational Education Act of 1963.

1.3 THE CARL PERKINS ACT (PUBLIC LAW 98-524)

Federal legislation pertaining to vocational education was rewritten and passed by Congress in 1985 and is known as The Carl Perkins Act (Public Law 98-524). This law complements the Handicapped Act (P.L. 94-142) in providing services to the handicapped and disadvantaged in vocational education. Public Law 98-524 provides set-aside funds in vocational education for handicapped and disadvantaged students and stipulates certain services for special populations as a criteria for using the funds. The following is an excerpt from P.L. 98-524 illustrating the emphasis on special services to the handicapped and disadvantaged in secondary vocational education.

> "(1) equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities;
>
> "(2) equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs; and
>
> "(3) (A) vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such Act; and
>
> "(B) vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education.

"(b) Each local educational agency shall, with respect to that portion of the allotment distributed in accordance with section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged students, provide information to handicapped and disadvantaged students and parents of such student concerning the opportunities available in vocational education at least one year before the students enter grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs.

"(c) Each student who enrolls in vocational education programs and to whom subsection (b) applies shall receive-

"(1) assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

"(2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

"(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

"(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

NOTE: The definitions of handicapped and disadvantaged youth are given in another section of this manual. It is extremely important to the vocational educator to have a clear understanding of the handicapped and disadvantaged youth as defined by the Federal legislation, since the services that may be provided to each population through expenditure of Federal funds is determined to some degree on which category a particular student has been placed in.

1.4 ALABAMA PUBLIC LAW 106

In addition to federal legislation, Alabama Public Law 106 outlines specific services that must be provided to handicapped students in public education in the State of Alabama.

In summary, three major points should be clearly understood pertaining to the four legislative acts.

(1) All handicapped persons must receive equal opportunity and accessibility to the vocational programs, i.e., no handicapped student shall be denied access to a program because of their handicapping condition.

(2) All handicapped students must receive a free and appropriate education on an equal basis with nonhandicapped students.

(3) There is a designated amount of funds set aside in your vocational budget that must be and can only be used to insure that number 1 and 2 above will be carried out. In addition, a designated amount of funds are included in your vocational budget that can only be used to provide "additional" services to the disadvantaged students. These funds are referred to as set-aside funds for the handicapped and disadvantaged. An explanation and uses of these funds are given in the next section of this handbook.

Chapter 2

SET-ASIDE FUNDS FOR THE HANDICAPPED AND DISADVANTAGED

2.1 EXPLANATION

Excess cost funds are the Federal and matching State and local funds that are to be used to pay cost needed by the handicapped and disadvantaged students that are over and above expenditures normally used for regular students. Any monies that are expended beyond that which is used to educate a nondisadvantated or nonhandicapped student can be considered excess cost. The question of what constitutes excess cost in a situation pertaining to a specific handicapped or disadvantaged student can be addressed by answering one question: If this handicapped or disadvantaged student were not in this program, would the expenditure under question still be necessary for the nonhandicapped and nondisadvantaged students in the program? If the answer to the question is yes, then expenditure of such funds cannot be considered excess cost.

Only that portion considered "additional" to the cost of the regular students can be charged to set-aside funds. For example, if in a particular program, the cost of providing vocational training in building construction to the regular student is $600 and the cost of providing supplementary aids and services to a handicapped or disadvantaged student in the same program is $150 ($750 total), only $150 (or the additional cost) may be charged to set-aside funds. In other words the school system may use the combined Federal, State, and local funds budgeted under handicapped/disadvantaged funds to pay the $150 for vocational training in building construction. The matching requirements by state and local funds, however, applies to the aggregate of all state and local funds expended for the additional services for the handicapped and disadvantaged. In some instances the local education agency (LEA) may be required to match from local sources a portion of the funds allocated to the disadvantaged. In those cases, the amount of funds to be received by the LEA will be determined by the amount of local matching funds that it can provide.

2.2 HOW DO I OBTAIN EXCESS COST FUNDS FOR THE STUDENTS IN MY PROGRAM

All vocational funds allocated to the State from the Federal government are distributed by the State to local school systems. The amount of Federal funds received by each school system is determined by criteria mandated by Federal regulations based on several factors which are beyond the scope and purpose of this manual. A subcategory of the total vocational funds which your school system receives are the set-aside funds for the handicapped and disadvantaged.

Each year the local superintendent and vocational director submit to the State Department of Education a vocational budget and plan for the operation of the vocational programs for the next fiscal year. Once the budget and plan are approved, the vocational funds are allocated to the school system. The distribution of vocational funds within the local school systems is the

responsibility of the local administration. Consequently, it is very important that vocational teachers provide input to the planning process during the development of the vocational plan and budget. This will insure a systematic effort toward providing special services to the handicapped and disadvantaged by program area.

There are situations where unforeseen needs arise in a particular program pertaining to handicapped or disadvantaged students in spite of systematic planning. In these situations local administration usually provides a means for the vocational teacher to request authorization for providing a special service using the excess cost funds.

In any case, you as a vocational teacher should be aware that there are excess cost funds allocated to your school system to be used for special services for special needs students in your program.

2.3 USE OF SET-ASIDE COST FUNDS

Basically, once a student has been identified as either handicapped or disadvantaged, and the educational needs of the student have been noted, excess cost funds can be expended for anything that is in excess to what is being used with regular students (nonhandicapped or nondisadvantaged) to fulfill the needs. There are two exceptions to this general principle. The funds cannot be used for new construction and expenditures must relate directly to educational needs.

The application of this concept, however, in expending excess cost funds for the handicapped and disadvantaged in your school system requires a "front-end" approach. This simply means that by the time the point is reached where decisions must be made about the way in which excess cost monies will be used, several important factors should have already been established. These factors will act as the basis for the ways monies will be expended.

First, all students requiring additional services related to their education needs should have been identified by name and the proper documentation established. For example, all disadvantaged students should have a VE Form 7 on file with each respective teacher. The VE Form 7 identifies the student's needs, the plan for overcoming their needs, and activities for carrying out the plan. Likewise, the handicapped student should have an Individualized Education Plan (IEP) on file. The IEP, like the VE Form 7 for the disadvantaged, is documented evidence of the handicapped student's evaluation, needs, and plan to fulfill those needs.

The second point is that once this documentation has been established for both the handicapped and disadvantaged, the decision of how to expend set-aside funds becomes a matter of systematically structuring the program to fulfill needs as indicated by the documentation of those needs. Consequently, any expenditure of set-aside monies that is in support of identified needs is justified and cannot result in an audit exception.

The "backward" approach is not consistent with the intent of Federal legislation and can result in audit exceptions. The "backward" approach means waiting until the set-aside funds are nearing the deadline for expenditure,

then trying to hurridly assess general needs of programs and justifying expenditure after the fact. Set-aside monies are to be used based on individual needs of students and not general needs of programs.

One final point, the fact that a student has been classified as handicapped and/or disadvantaged does not necessarily mean that special services through set-aside funds are needed. For example, many students who show a deficit in math or on the Standford Achievement Test may be very successful in a particular vocational program. Federal legislation points out that those students who need additional services are those who have a high probability of not being successful upon enrolling or those who are enrolled and in fact are not being successful. Effort should be directed to those students who actually need help.

In summary, expenditure of set-aside funds should be planned and systematic.

(1) Handicapped and disadvantaged students who need additional services should be identified by name and handicapping condition or disadvantagement.

(2) Proper documentation should be established, the IEP for the handicapped and the VE Form 7 for the disadvantaged. This documentation should be the result of systematic evaluation and planning.

(3) Once planning has occurred and the documentation established, that in itself will indicate needs of individual students to enable them to succeed in vocational programs.

(4) Set-aside monies may be used for any expenditure that provides services above those used for regular students and which enhances success of the special need student in the vocational program.

In some cases a separate specialized program described elsewhere in this handbook (Section 5.4) may be established for the handicapped and/or disadvantaged. In such cases a portion of the cost of the program may be financed through the set-aside funds. The method for determining the set-aside portion is explained under Section 5.4.

2.4 GENERAL USE OF SET-ASIDE FUNDS

Below is a list of general categories of services for which set-aside funds can be used for the handicapped and disadvantaged. Remember, however, the determination of whether an item or service is a legal expenditure is NOT the item or service per se, but whether or not the item or service is to fulfill an identified need for a handicapped or disadvantaged student to enable them to succeed in the vocational program in which they are entering or enrolled and whether or not that service can be classified as an "additional" service.

(1) Teaching aids

(2) Instructional materials and supplies

(3) Additional equipment

(4) Equipment modification

(5) Special teacher

(6) Paraprofessional aides

(7) Special counseling services

(8) Evaluation procedures

(9) Related services (as defined elsewhere in this manual)

(10) Economic factors such as stipends, fees, etc. for economically disadvantaged

(11) Outreach activities designed to recruit disadvantaged and handicapped persons and potential employers, and develop community participation and support including business, unions, and industry

(12) Preparation for and procedures to identify handicapped and disadvantaged

(13) Staff development required to work with handicapped and disadvantaged

(14) Scheduling modifications needed to provide additional time for personnel to assist handicapped and disadvantaged such as extension of school day, instruction on an individual basis, etc.

(15) Curriculum modifications or development

(16) Construction modifications for handicapped in area vocational schools

Chapter 3

DISADVANTAGED

3.1 DEFINITION

A disadvantaged student is any student who requires special services and/or assistance to enable them to succeed in a vocational program and who meets the criteria outlined in Section 3.2 below, and who is not classified as a special education student.

3.2 CLASSIFICATION

The classification of disadvantagement includes two subcategories, academic disadvantaged and economic disadvantaged defined below.

(1) ACADEMICALLY DISADVANTAGED

A. Scored below the 25th percentile on a standardized achievement or aptitude test.
B. Secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0).
C. Fails to attain minimal academic competencies.
D. Limited English Proficiency.
E. Potential dropouts from secondary school.

(2) ECONOMICALLY DISADVANTAGED

F. Family or Individual income is at or below poverty level
G. Eligible for free or reduced price school lunch.
H. Eligible for Aid to Families with Dependent Children or other public assistance programs.
I. Receipt of a Pell Grant or comparable state program of need-based financial assistance.
J. Eligible for participation in programs assisted under Title II of the JTPA.

3.3 ELIGIBILITY FOR SPECIAL SERVICES THROUGH SET-ASIDE FUNDS

To be eligible for additional services under the Federal set-aside funds for the disadvantaged, a person must meet the following conditions.

(1) The individual is excluded from the regular vocational program because of the effects of the disadvantagement, or

(2) The individual shows evidence of being unable to succeed in a regular program because of the effects of a disadvantagement, and

(3) The effect of the disadvantagement is identified by a qualified professional person (teacher, counselor, etc.).

3.4 ACADEMICALLY DISADVANTAGED

3.4-1 Identification

Although the Federal legislation outlines specific criteria for qualifying academically disadvantaged, (See Section 3.2), the process to use in determining whether or not a student meets this criteria is not addressed. The most obvious methods for determining eligibility would be assessment of student achievement for the first three criteria, i.e., below the 25 percentile on achievement or aptitude using any standardized test, the standford for example; secondary school grades, which are readily obtainable; or through the student's most recent outcome on the basic competency test. If a particular student uses English as a second language that almost automatically qualifies he/she as academically disadvantage. The criteria for potential dropout is somewhat vague. A collection of student data that shows correlation of student drop out rates might be a suggestion for identification using this criteria.

In any case clear documentation should be maintained by the LEA for verification of identification related to one or more of the criteria outlined in Section 3.2.

3.4-2 Personnel Responsibility

Legislative requirements do not address any specific person(s) responsible for administering procedures for identification of the academically disadvantaged, except that the identification process be administered by a qualified professional person. Most school systems are using a coordinated effort between the vocational teacher and vocational guidance counselor. The vocational teacher is the most appropriate person to initiate referrals for diagnostic procedures on any student having difficulty succeeding in their respective program.

3.4-3 Legislative Intent of Identification of the Academically Disadvantaged

Academically disadvantaged students generally do not have adequate skills to succeed at the time of entrance into or while enrolled in a vocational program. Due to poor education preparation they require supportive services or special programs to enable them to meet the requirements for entrance into the program or to continue and complete the program.

It is important that these prescribed skills be required for the occupational area in which the individual plans to be or is enrolled. In other words, the academic background for enrolling in an electronics program where mathematics is necessary, is different from enrolling in a clerk-typist course where reading and writing are primary.

There are two cautions here:

1. A student may not be classified as academically disadvantaged because he/she does not have the prerequisites for a vocational program. For example, a person who wishes to enter an electronics course but never took the science courses cannot be categorized as academically disadvantaged for this reason alone.

2. If through testing and observation, a person shows little or no manual dexterity or other basic occupational requirements, a student should not be considered disadvantaged but should be counseled and encouraged to enroll in a program in which he/she has the demonstrated ability and interest.

In summary, the legislative intent of providing funds from which special services may be provided for the academic disadvantaged is to enable them to succeed in the vocational program by overcoming deficiencies in their past educational or cultural experiences that do not exist in nondisadvantaged persons.

3.4-4 Types of Services and/or Assistance That May Be Provided for the Academically Disadvantaged

(1) Modification of instructional methods

(2) Modification of instructional equipment

(3) Specialized tutoring

(4) Employing of special professional staff

(5) Employing of paraprofessional assistance

(6) Special remedial programs

(7) Special hands-on work experience

(8) Special counseling services

(9) Preparation of diagnostic and evaluation tools

(10) Special educational testing to determine academic level, interest, and abilities

(11) Vocational and work evaluation for assessment purposes

(12) Personnel training for the purpose of providing special services

(13) Modification of time schedules

(14) Individualized instruction

(15) Modification of curriculum

(16) Staff to coordinate systematic efforts in dealing with disadvantaged

Keep in mind that the legal expenditure of set-aside funds is not determined by the type or specific service or assistance, but on an identified need on an individual basis which can be classified as additional services.

3.5 ECONOMICALLY DISADVANTAGED

3.5-1 Definition

Any student who cannot enter or is not being successful in a vocational program due to an economic reason is classified as an economically disadvantaged person. For example, a student cannot pay the required fees for a particular program of which will prevent that student from remaining in the program. In addition, any student who is having an academic problem due to economic reasons can be classified as an economically disadvantaged student.

To receive additional services through set-aside funds for the economic disadvantaged at least one of the above criteria must be met in addition to the student being identified according to the criteria set forth in the Federal legislation outlined in Section 3.2

3.5-2 Identification Procedure

Although the Federal legislation specifies the basic criteria, it does not address a specific method or process for identification of the economically disadvantaged student. Collection of necessary data to verify economic disadvantagement is left to the discretion of the local school system.

Perhaps the most convenient method and the one being used by most school systems in Alabama is the school free lunch program. The basic criterion for enrollment in the free lunch program is the verification that family income is at or below the national poverty. This also meets the criteria for classification of economically disadvantaged based on family income being below the national poverty level, so consequently this is a legal and convenient method for identifying economically disadvantaged students for vocational education additional services.

If one of the other three criterion is used, the school system should establish a method for collecting necessary data on family income, public assistance, and employment records.

It should be noted, however, that even though students have been identified as economically disadvantaged, the fact must still be verified that the economic disadvantagement is preventing these students from entering or being successful in a vocational program before set-aside funds can be used to provide economic assistance.

3.5-3 Types of Services and/or Assistance That Can Be Provided Through Set-aside Funds

1. It is very difficult to pinpoint the effects of poverty which do not relate or affect the academic performance of a person's ability to succeed. One effect may be on attitudes, motivation or behavior which would reflect on a student's ability to succeed in a program, and therefore, reduce chances of subsequent employment. An expenditure for the services of a special counselor to work with such students would be beneficial. Special preservice and inservice training for teaching and support personnel could also help to enable the staff to cope with students whose economic circumstances have hindered their educational progress.

Obviously, the school system cannot solve the financial problems of those in a low income category. Circumstances do arise when students or potential students cannot attend class because they do not have proper clothing or food, or the means of transportation to get there. Several possibilities suggest themselves, such as contact with welfare and social agencies and special transportation arrangements.

Under no circumstances can Federal set-aside funds be used to provide food, lodging, medical and dental services or other items such as clothing which students may need, but which are not directly related to the provision of vocational education. Provision of such services should be made through arrangements with other agencies.

In addition to the services described above, the following is a list of other type services that may be provided to the economically disadvantaged through the vocational set-aside funds.

2. Work Study Program: The work study program is a program designed for the economically disadvantaged student to provide them with sufficient funds to enable them to remain in a vocational program. Expenditure of set-aside funds for this purpose is authorized by the legislation.

Several student eligibility criteria must be met in order to participate in a work study program.

. The students enrolled in the program must be identified and classified as economically disadvantaged. A student may be identified as academically disadvantaged but not economically disadvantaged. In such cases, enrollment in a work-study program is not authorized. A student who is identified as both academically and economically disadvantaged, however, may be enrolled in a work-study program.

. Students eligible for a work-study program must have been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the state board and the local education agency or already enrolled in such a program on a full-time basis and be in good standing.

. Evidence must be present that the student is in need of earnings that would be forthcoming from a work-study program and the lack of such money would prevent the student from enrolling or remaining in the program. It should be noted that some students, even though having been identified as economically disadvantaged, will manage to remain in the program without financial assistance. Only to the extent that the need is identified and evidence by those responsible for the program should services be provided.

. Persons enrolled in a work-study program must be at least 15 years of age and less than 21 years of age at the start of the students' employment, and is capable, in the opinion of school authorities, of maintaining good standing in his or her vocational education program while employed under the work-study program.

In addition to student eligibility criteria, there are several administrative requirements that must be met.

. Work-study programs are to be administered by the local education agency.

. A student shall not be employed in a work-study program for more than 20 hours in any week in which classes are in session.

. Any student enrolled in a work-study program shall not be paid more than the hourly wage of persons in the area performing similar duties.

. Employment of a work-study participant shall be with the local education agency or with some other public or nonprofit private agency or institution. Persons employed in a work-study program through the use of set-aside disadvantaged funds shall not be deemed employees of the United States or their Federal Services.

3. Stipends may be paid directly to the economically disadvantaged student.

4. Fees must be required from all students as part of the program before they can be paid for the economically disadvantaged student.

5. Materials and supplies that all nondisadvantaged students are required to purchase themselves may be purchased for the economically disadvantaged student. If the materials and supplies end up as a finished product of which students normally are allowed to keep, the economically disadvantaged students must be allowed to keep their finished products even though the original materials were purchased for them.

6. In cases where at least 75% of the school population is economically disadvantaged (using the criteria in Section 3.2.1) disadvantaged set-aside funds can be used to purchase equipment to update or modernize vocational programs at that school generally. To meet the economically disadvantaged criterion of 75 percent the total school population may be used, not just vocational students. For example, a particular high school has a total student population of 400. Three hundred of the students meet the criteria for economic disadvantaged. In this case the vocational disadvantaged funds may be used to update the equipment in the vocational programs at that school.

3.6 ACCOUNTABILITY AND DOCUMENTATION FOR EXPENDITURE OF FUNDS FOR THE DISADVANTAGED

A VE Form 7 should be completed on each disadvantaged vocational student receiving education services through expenditure of set-aside funds. This form is the suggested way to provide for systematic program planning in serving the individual needs of the disadvantaged, and to provide fiscal accountability for expenditures of excess cost funds on the disadvantaged student. Please note that the emphasis is on systematic planning to meet the individual needs of the disadvantaged and fiscal accountability. The form may be modified by you if necessary to accomplish this end.

The form should be kept on file in the student records and maintained by the respective vocational teacher responsible for the program in which the student is currently enrolled. VE Forms 7 for those students who no longer are

enrolled should be kept for five years. Where this file is maintained is a local administrative decision.

The items on the front side of the VE Form 7 are self-explanatory. The items on the reverse side are mostly self-explanatory, however, the following suggestions may be beneficial.

Item 1: More than one service should be checked if a student is receiving multiple services.

Item 2: The additional vocational services related to the needs of the student being provided through expenditure of set-aside funds should be classified in specific terms. For example, instead of "remedial instruction is being provided," use "specialized remedial instruction in related math is provided two hours per week."

Item 3: Self-explanatory.

Item 4: Describe and list any additional equipment that is to be purchased in addition to those being used as part of the regular program.

Item 5: Self-explanatory.

Page 16 and 17 show an example of a completed VE Form 7 on a disadvantaged student.

VE FORM 7
Revised August 1985

SPECIAL NEEDS EDUCATION
PERSONAL INVENTORY OF VOCATIONAL STUDENT
(Confidential for local school file)

Alabama State Department of Education
Division of Vocational Education
Montgomery, Alabama 36130

John Rider — Name of Student
Community High School — School
Route 2 Community, Al — Home Address
Community — City System / County System
Allstop — City
Al 3108 — State Zip
Auto mechanics — Service

Date Prepared Sept 10, 1986
School Year 19 8 to 19 87

Attendance previous school year 19 85 Days Tardy 10 Absent 12 Present 168

Student's Age 17 Present Grade Level 11

To be eligible for special services and assistance under the Vocational Education set-aside funds for the disadvantaged, an individual shall fulfill one of the following conditions. Please check the appropriate cause for the student needing special assistance in order to succeed in Vocational Education. It is recommended that the Vocational guidance person, if one is available, be responsible for identification of disadvantaged students

IDENTIFICATION

1. ACADEMICALLY DISADVANTAGED

A - Scored below the 25th percentile on a standardized achievement or aptitude test.
(B) - Secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0).
(C) - Fails to attain minimal academic competencies.
D - Limited English Proficiency.
E - Potential dropouts from secondary school.

2. ECONOMICALLY DISADVANTAGED

F - Family or Individual income is at or below poverty level (refer to chart below).
G - Eligible for free or reduced price school lunch
H - Eligible for Aid to Families with Dependent Children or other public assistance programs
I - Receipt of a Pell Grant or comparable state program of need-based financial assistance
J - Eligible for participation in programs assisted under Title II of the JTPA.

Alice Dogood
Signature of counselor or superintendent designee identifying student

PLAN FOR ADDITIONAL ASSISTANCE AND SERVICES TO BE PROVIDED

The Vocational Teacher is to document services rendered in utilizing excess cost funds. Instructional type things should be used in overcoming academic disadvantaged. Economic type things such as work-study should be used to overcome economic disadvantage.

1. Check type assistance needed: Modified (Reg.)_____, Work-Study_____,

   Special Program_____, Additional Support Services ✓ .

2. Describe the additional vocational education services that will be provided the identified student that is not provided for regular students:

   John will be provided special tutoring by the academic math teacher for two hours per week. In addition an aide will be placed in the vocational program to provide special help with specific areas to be designated by the vocational teacher.

3. Describe type support personnel needed to accomplish No. 2 above: Duties: ① Para-Professional Aide - To provide individual help. ② Academic Math teacher.

4. Describe excess or extra equipment needed to accomplish No. 2 above: Special software in remedial math.

5. Describe excess or extra curriculum materials and supplies needed to accomplish No. 2 above:

   Teacher-made individualized instructional materials in math.

Bob Alday, Jane Wee
Signature of Teacher Providing Services

Sept 10, 1986
Date

APPROVED: William Miles
Principal

NOTE: Complete a VE Form 7 for each disadvantaged student who will receive additional assistance and services in order for them to succeed in a Vocational Education program.

3.8 ILLUSTRATIONS OF PROGRAMS FOR THE DISADVANTAGED

The following illustrations identify situations in which "set-aside" funding may be used for the disadvantaged. When the term "set-aside" is used, it refers to the combined Federal and required State/Local matching funds for excess cost over and above the cost of providing the regular vocational program. It should be remembered that the match required for these funds is on an aggregated State basis.

3.8-1 Mainstreamed students

(1) A student for whom English is a second language is placed in a regular auto mechanics program. The student requires remedial instruction in communications. An instructor is employed to assist this student in the English language one hour per day for the semester. The time that the instructor gives to this vocational student may be funded from the set-aside funds for serving the disadvantaged. If that same instructor is also employed to work with students enrolled in general education, that part of the instructors time given to the vocational student be prorated.

(2) An inner city vocational school estimates that 35% of its incoming student body are disadvantaged. The faculty is unable to cope with this influx because, for the most part, they are unfamiliar with the cultural and environmental background of these students. These students are integrated in all of the classes but do not seem to be learning and are apt to drop out. The administration contracts with a college for an in-service orientation program which will enable the faculty to work more effectively with the students. The cost of these in-service programs may be funded from the set-asides.

(3) There are five academically disadvantaged students enrolled in a welding program. Due to their slowness in acquiring the necessary knowledges related to welding they are behind the rest of the class academically. In addition, their deficit in related knowledge is making them slow in applying the knowledge in performance. They use more materials in performance than the nondisadvantaged students. The instructor decides to individualize more of the program to allow the slow students to proceed their own pace. He purchases a commercial individualized program in related welding knowledges consisting of filmstrips and synchronized narration. In addition, he purchases more welding supplies than is normally needed for the nondisadvantaged students to allow the disadvantaged students more practice in the laboratory. The cost of the individualized materials and additional welding supplies may be purchased using the set-aside, excess cost fund for the disadvantaged.

3.8-2 Special Programs and Services

(1) An institution for neglected and delinquent students, under contract with the local education agency (LEA), offers vocational education courses. Since the students: 1) are not permitted to go outside the grounds, 2) require a specially trained staff including counselors and paraprofessionals, and 3) need flexible schedules to meet the

different time periods of each of the students during their residency, a portion of the program can be funded through set-aside funds.

3.8-3 Other Examples

(1) A group of students in the 10th grade in a rurally isolated area in which one industry predominates, has little opportunity and exposure to the world of work and career planning. The vocational school director learns of this situation. She/he sets up a special career exploration class for those students who have been identified as under-motivated, slow learners. It is understood that the students would receive individual skill evaluation and instruction to develop career awareness and would then be enrolled in the appropriate regular vocational education program. A portion of this special class for disadvantaged students may be funded from the vocational set-aside funds.

(2) A vocational school has both disadvantaged and handicapped students who need remedial work in mathematics. The Individualized Program (IEP) has identified this as a need for the five educable mentally retarded handicapped students. In addition, the guidance counselor has identified five students who are academically disadvantaged in computational skills. A math instructor agrees to conduct a special remedial class for one hour each day for these ten vocational students. She intends to work closely with the three vocational instructors (the students are enrolled in three different courses). She also recognizes that the mentally retarded students will have limited abilities while the disadvantaged students will require special techniques until they can catch on to the subject matter and then move up into the regular classes. The cost of the remediation can be paid from the set-aside funds. However, the vocational school must prorate the cost of the instructor's salary and any material required by the course with 50% of this special support class applied to the disadvantaged and 50% to the handicapped funds.

Chapter 4

HANDICAPPED

4.1 DEFINITIONS

4.1-1 Exceptional Youth (Special Education Student)

Any child between the age of 5 and 21 inclusively who has been appropriately evaluated and found to have an emotional, mental, or physical impairment and who because of such impairment needs special education and/or related services to succeed in the educational program.

4.1-2 Special Need Student

Any child who meets the criteria above and has been placed into a vocational program.

NOTE: The term special need is specific to vocational education. The definition of special need student also includes students who are classified as academically or economically disadvantaged. The definition as given in 4.1-2 above is stated in the section under the handicapped to help clarify to vocational personnel the difference between special education students and special need student. Since Federal legislation delineates funding and related criteria for using those funds with the two categories of students, it is important to the vocational educator in understanding the ways their funds can be used and responsibilities of other educators pertaining to these categories of students.

4.2 CLASSIFICATION SYSTEM FOR THE HANDICAPPED

Handicapped students are classified into one of eleven categories.

4.2-1 Deaf

A hearing impairment so severe that it adversely affects students' performances because they find it difficult to process linguistic information with or without hearing aids.

4.2-2 Deaf-Blind

Simultaneously occurring hearing and visual impairments, which cause such severe communication, developmental, and educational problems for students, that they cannot be accommodated in special education programs solely for deaf or blind children.

4.2-3 Hard of Hearing

A permanent or fluctuating hearing impairment, which adversely affects students' educational performance but which is not included under the

definition of "deaf" in this list.

4.2-4 Mentally Retarded

Significantly subaverage general intellectual functioning existing simultaneously with deficits in adaptive behavior, manifested during the development period, and adversely affecting a student's educational performance.

4.2-5 Multihandicapped

Simultaneously occurring impairments, such as mentally retarded-blind, or mentally retarded-orthopedically impaired, which cause such severe educational problems for students that they cannot be accommodated in special education programs for only one of the impairments. The term does not include deaf-blind students.

4.2-6 Orthopedically Impaired

A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

4.2-7 Other Health Impaired

Limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, or having an autistic condition which is manifested by severe communication and other developmental problems which adversely affects a child's education performance.

4.2-8 Emotional Conflict

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, and adversely affecting educational performance.

(1) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(2) An inability to build or maintain satisfactory inter-personal relationships with peers and teachers;

(3) Inappropriate behavior or feelings under normal circumstances;

(4) A general pervasive mood of unhappiness or depression; or

(5) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes students who are schizophrenic or autistic, but excludes students who are socially maladjusted, unless it is determined they they are seriously emotionally disturbed.

4.2-9 Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written; manifesting itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia; but excludes students who have learning problems which primarily result from visual, hearing, or motor handicaps, from mental retardation, or emotional disturbance, or from environmental, cultural, or economic disadvantage.

4.2-10 Speech and Language Impaired

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment adversely affecting a student's educational performance.

4.2-11 Visually Handicapped

A visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind children.

4.3 GENERAL ELIGIBILITY FOR SERVICES THROUGH SET-ASIDE FUNDS

There are three basic criteria that must be met for a student to be eligible to receive services using the vocational set-aside funds for the handicapped.

(1) The student must have been evaluated through the special education process mandated by P.L. 94-142 and determined eligible to receive special services as a handicapped student or have been evaluated by vocational rehabilitation and determined eligible for rehabilitation services.

(2) The student must be entering, preparing to enter, or enrolled in a vocational program. The definition of vocational program in this case means prevocational, exploratory and occupational preparation. This is not limited to in house programs but may mean other training programs outside the LEA agency under contract with the LEA to provide such vocational training.

(3) The student must be having a problem succeeding in the vocational program and/or it is apparent that he/she will have a problem succeeding upon entering.

4.4 IDENTIFICATION AND PLACEMENT OF HANDICAPPED STUDENTS

Unlike the identification of the disadvantaged students, the process by which handicapped students are identified is specified by Federal legislation. Basically, this process consists of a referral of the student to special education, a determination of eligibility procedure, and a process through which the student is then placed on an individualized education plan developed and implemented.

Since you as a vocational educator are not directly involved with all of the process for identification of the handicapped, the entire program will not be discussed in detail. However, there are several things that affect you and the handicapped students in your program, the options available to you in providing services, and your responsibilities as mandated by legislation.

There are generally two ways that you as a vocational teacher may receive a handicapped student into your program: (1) through placement of a special education student into the vocational program via the IEP process, and (2) through your recognition of a handicapped student already enrolled in your program who has not been identified by special education.

4.4-1 Placement Through Special Education

Generally, most handicapped students enrolled in a vocational program will have already been through the special education process mandated by Federal legislation. This process includes the following steps:

(1) Eligibility Determination: Students are referred to special education by teachers, parent, or others involved with their educational or social life if it is suspected that they may have a handicapping condition that will or is interfering with their educational process. Parental permission for evaluation of the respective child is obtained. The child then receives a total evaluation including vision and hearing screening, an appropriate intellectual evaluation, behavior and/or social maturity evaluation, and educational achievement and/or diagnostic and developmental evaluation. In some cases a physical and/or medical evaluation is also obtained, depending on observation and findings of previous evaluations. An eligibility committee studies the findings of the above assessment procedures and determines the child's eligibility for service.

(2) Individual Education Program: Following the evaluation of the assessment data resulting from the eligibility determination process, an individual education program (IEP) committee is established to make decisions pertaining to placing the handicapped student into the least restrictive environment. Among the many options available to the IEP committee is that of vocational education.

The Federal legislation (P.L. 94-142) mandates that the following persons be members of the IEP committee for placement of a handicapped student.

- A representative of the local education agency, other than the student's teacher, who is qualified to provide or supervise the provision of special education. (The principal or his/her designee is recommended.)

- The student's teacher or teachers, special and regular, who have direct responsibility for implementing the child's Individualized Education Program (THIS INCLUDES THE VOCATIONAL TEACHER INTO WHICH PROGRAM CONSIDERATION FOR PLACEMENT IS BEING GIVEN OR A VOCATIONAL REPRESENTATIVE).

- One or both of the child's parents.

- When appropriate, the child.

- Other individuals at the discretion of the parents or agency (such as persons knowledgeable about the evaluation procedure utilized).

The second responsibility of the IEP committee is that of developing the individualized education plan for the student. The program placement of the student and the development of the implementation plan for the IEP occurs simultaneously.

The implementation plan is the plan for providing learning content and strategies to meet the needs of the student as depicted by the IEP committee.

4.4-2 Handicapped Students Placed Into Vocational Education

There are several salient points pertaining to the eligibility determination process and IEP process that vocational teachers should know.

Special Education has the responsibility of administering the eligibility determination and IEP process for handicapped students. This means that the majority of handicapped students in your program have gone through the process and are eligible for specific services through the use of excess cost funds allocated to vocational education. However, there may be cases where you have a student enrolled in your vocational program who has not been identified (determined eligible for special services) and who you suspect is having a problem learning due to a handicapping condition. It is your responsibility to refer that student through your principal or local vocational director to special education. In addition, in such cases where there are handicapped students in your program who have been properly identified and who are not learning adequately due to their handicap with the special services and program modifications that you have made, your responsibility is to refer that student back to special education for consultation and, perhaps re-evaluation. Special education has the responsibility of providing you with technical assistance or consultation pertaining to handicapped students in your program. One caution, however, before asking for a referral or consultation to consider re-evaluation of a student, insure that you have exhausted all your resources for making appropriate modifications to your program to meet the student's needs.

The receiving vocational teacher and the special education teacher of the special education unit in which the student is enrolled have the responsibility

of developing the vocational implementation plan of the IEP for handicapped student being placed into the vocational program.

The IEP procedure mandated by the State Department of Education states that you be included in the decision-making process of the IEP committee to provide input into the placement of handicapped students into your program. Since you are going to be responsible for providing a learning environment for handicapped students placed into your program, it is imperative that you be involved in the placement process as well as the planning of the vocational plan for the students.

4.4-3 Placement Procedures For Placing Handicapped Students Into Vocational Programs

The process for placing special education students into vocational programs should begin no later than the end of the eighth grade level or by the student's 15th birthday, when possible, and should follow the general procedures outlined below.

(1) Vocational Evaluation (Assessment): A comprehensive vocational evaluation should be performed prior to the time a student is considered for enrollment in a vocational training program. In most cases this should be done in the ninth grade year, but upon proper screening of the student's social maturity level and demonstration of critical prevocational concepts, the IEP committee may decide the tenth grade year is more appropriate.

There are primarily two reasons for completing a vocational evaluation with special education students. First, is to assist the IEP committee in determining the appropriateness of possible vocational training programs in accordance with the concept of least restrictive environment. Second, the vocational evaluation may aid the instructional staff in planning secondary curriculum or particular teaching strategies.

> NOTE: Some students enrolled in special education programs may possess academic achievement levels which would allow them also to participate in the Alabama Aptitude and Interest Batteries which are given to all ninth graders statewide. These tests, the Differential aptitude Test (DAT) and the Ohio Vocational Interest Survey (OVIS II) generally require between a sixth and seventh grade reading level. The school guidance counselor generally coordinates the administration and follow-up of these tests. It is also important to note that all special education students will not require an in-depth comprehensive vocational assessment as administered by vocational rehabilitation services. For more information about the phases of vocational assessment and how to screen for referring to vocational rehabilitation, see the handbook Guidelines for Transition published by the State Department of Education.

The vocational evaluation should be performed by either a vocational evaluator or a professional trained in the administration and interpretation of assessment tools. Depending on the size and location of a school system, the assessment should be provided by one of the following:

- Vocational Evaluation laboratory housed in a school system facility.

. Vocational Rehabilitation Service Mobile Evaluation Unit.

. Vocational Rehabilitation Center Vocational Evaluation Program.

The comprehensive vocational evaluation should begin by gathering certain information for the evaluator by the special education teacher or guidance counselor. This should include current psychological and achievement data along with a statement of function relating to certain prevocational concepts. The vocational evaluation will combine this information with other information gathered by such methods as work samples, situational assessments, aptitude and interest tests, and student interviews.

Upon completion of the evaluation, a report should be generated which includes the following:

. Relevant background information.

. Indicated vocational strengths and weaknesses.

. Indicated vocational learning style.

. Results and interpretation of vocational aptitude and interest tests.

. Statement of tentative occupational goal for the student.

. Recommendations to local IEP committee.

(2) The Vocational Rehabilitation Counselor and the Rehabilitation Process: The vocational rehabilitation counselor is a professional counselor who represents the linkage between State rehabilitation services and the rehabilitation client. A counselor's responsibilities are many, but basically he/she coordinates all resources available to the rehabilitation client and insures that services are received by the client from onset through job placement and follow-up. The vocational rehabilitation counselor who serves the region in which the school system is located should be contacted at the first consideration of vocational placement of a handicapped student.

Some of the responsibilities and ways the rehabilitation counselor can serve as a resource to the school system and benefit the handicapped client are listed below.

. Obtain vocational assessment of individual handicapped students within the school system.

. Identify the focus of the local labor market and advise on structuring early work experience programs for the client.

. Act as a consultant in the IEP placement process.

. Provide significant business and industry information to the school system through involvement with employer advisory groups.

- Assume primary responsibility for job management of all handicapped individuals who are vocational rehabilitation clients. (Secondary special education students can become rehabilitation clients if services are needed through vocational rehabilitation.)

- Obtain specialized training for special education students such as personal adjustment skills or worker adjustment training and even specialized occupational skill training if appropriate.

- Suggest criteria for screening special education students for vocational evaluation to prevent overloads on the evaluator.

(3) The Rehabilitation Process: The Rehabilitation process, not unlike the educational process, includes such stages as (1. referral, (2. diagnostic and evaluation and eligibility determination, (3. preparation of an individual rehabilitation plan, (4. implementation of planned treatment-training and related services, (5. job placement, (6. follow-up. The initial contact with the rehabilitation counselor will likely occur when a parent, teacher, or other school personnel makes a referral. The counselor will interview the student and his/her parents and if everyone agrees the counselor begins a diagnostic process which includes (1. assembling a case history including educational, social, medical and other pertinent data (2. a general medical exam and if indicated examination by medical specialist, (3. if not already available, a psychological evaluation may also be indicated. This diagnostic process may take several weeks.

After the diagnostic data is in, the counselor must determine if there is a disability as documented by medical/psychological evidence. The counselor must also decide whether or not rehabilitation services would lead to employment. This last restriction upon a rehabilitation counselor is one that is most misunderstood by others and sometimes a source of conflict. Regardless of the counselors' personal feelings and regardless of how much the individual may need a particular service the counselor is prohibited from working with individuals who show no reasonable expectation for employment.

Once this preliminary step is completed and the student is accepted as a V.R. client then many differing services may be provided if they are needed to enhance employability. Rehabilitation services should not replace educational services but compliment them -- meeting needs that could not be met otherwise.

The extent of vocational rehabilitation service while the students complete their school program may vary considerably. An even wider array of V.R. services could be provided as a part of the post-school transition program. Continued counseling and job placement, follow-up, vocational training, and extended rehabilitation center programs are but a few examples of additional services. Regardless of the specific services needed and provided, it is critical that the student, parents, special education and vocational education personnel develop and follow a continuous plan that spans the last several public school years and post-school years necessary for successful transition. No one really succeeds with the special education student until the student is really mainstreamed into society and achieving their highest possible level of independent functioning including, if at all possible, a job.

(4) The Vocational Rehabilitation Evaluator: The vocational rehabilitation evaluator is a degreed professional vocational evaluator who is trained in the techniques and various assessment systems for helping a handicapped individual determine where their assets and limitations are related to the world of work. The rehab evaluator works in the area vocational rehabilitation facility or area V.R. office and relies on the rehabilitation counselor for referrals for evaluation.

Generally upon a referral, the evaluator will come into the school system and set up an assessment laboratory. This will be a mobile unit parked on the school campus or the assessment system will be set up in a designated space in the school building proper.

A complete profile of each handicapped student will result from the evaluation. This profile can be combined with other special education assessment data to provide for complete assessment of the student's overall status and potential.

Some ways that the rehabilitation evaluator can be of assistance to the school system in addition to the actual assessment are listed below.

- Provide inservice to special education teachers and vocational teachers on how to use the assessment information to better serve the student in the classroom.

- Serve on local IEP Committees for training decisions about the student.

- Provide consultation to the teacher during the training process for diagnostic and methodology decisions.

(5) Setting up for the Vocational Evaluation by the Rehabilitation Evaluator:

- Insure that referrals for evaluation go through the local rehabilitation counselor.

- Insure that the evaluator will have access to other assessment information that has already been completed on the student, such as psychological, achievement, behavior assessment when he/she arrives to begin vocational assessment. Background medical and prevocational information should be provided. This will allow the vocational evaluator to choose proper instruments and tools for the evaluation. This will also help screen students who lack social maturity and prevocational skills needed to benefit from the evaluation process.

- Give proper attention to providing the evaluator with adequate working conditions prior to the initiation of the testing. A room of at least 300 square feet with proper lighting and ventilation should be suitable. If this is going to be the first time the evaluator has visited the school to do evaluation, suggest to the rehabilitation counselor that the evaluator visit the school prior to setting up for the evaluation.

- Insure that the evaluator has an opportunity to establish a good working relationship with the school administrator, special education coordinator, vocational director and any other person who has a working responsibility with the handicapped students.

  It is extremely important that all school personnel who need to know who the evaluator is, why he/she is there such as the school principal, teachers, etc. are made aware of his/her function and he she/she fits into the program for the handicapped students.

(6) IEP/IWRP* Development and Program Placement: If the vocational assessment indicates that the student needs the services of vocational rehabilitation and is eligible to become a rehab client, then it is imperative that the update of the IEP and the development of the IWRP become an integrated and collective effort. The following guidelines should be followed for the best interest of the student/client.

Using data from the vocational assessment and other relevant information, the following questions should be addressed in order to update the IEP and develop the IWRP.

- Does the student have general or specific interests areas?
- Does student have general and/or specific aptitude for general or specific occupational areas?
- Does the student need work adjustment training?
- What program modifications are needed for program placement for training?
- What specific occupational area is the student most suited?

*(An Individualized Work Rehabilitation Plan developed by rehabilitation on clients receiving services)

(a) An occupational goal should be established prior to placement and be so stated in the IEP/IWRP. The occupational goal, once established, should be the basis for all program planning thereafter. An occupational goal means a written statement of the ultimate expected job placement area for the student/client. Occupational goal statements should be in broad enough terms to allow flexibility of training and ultimate job placement. For example, an occupational goal of placement into the automotive cluster of occupations rather than placement into an automotive speciality area would be more appropriate.

NOTE: The expected level of achievement of regular program objectives should not be a constraint on placement of a handicapped student into the program. There are many occupations that have within the total occupational cluster a group of tasks that one with limited capacity could perform without being expected to progress to the most technical skills of the job. The attainment of the lesser skill groups of tasks of a particular occupation would enable one with limited capacity to become a

permanently employed, self-sustaining wage earner in the community. Based upon this concept, programs should be modified in terms of current expected achievement levels to incorporate a sequence of job entry levels of varying expectancies to accommodate persons with varying capabilities.

The occupational goal setting should take into consideration the following elements:

- Evaluation of the data from the vocational assessment of the student to include:
  - Student interest
  - Student capability
  - Student behavior
  - Academic performance
  - Experience

- Job market data

- Least restrictive environment

- Modifications needed on the job that might influence a potential employer's consideration for employing

(b) A list of resources should be maintained through collective efforts of special education, vocational education and vocational rehabilitation. The resources should be considered in the IEP/IWRP development. Some suggested service considerations are listed below.

- Direct services by the local education agency such as:

  - Regular programs with necessary modification
  - Existing cooperative programs
  - Field trips
  - Special projects funded from within the school system
  - Establishment of a separate specialized program
  - Sheltered workshops within the school system
  - Supportive work situations

- Collaborative agreements with other public educational agencies to provide vocational education, such as:

  - Vocational rehabilitation training programs
  - JTPA programs
  - Vocational and technical institutions, such as technical colleges
  - Specialized technical schools such as vocational schools for the deaf and blind
  - Alabama Industrial Development Training Programs

- Agreements or contracts with private schools, agencies, or institutions to purchase services.

- Agreements or contracts with public agencies (other than schools) to secure services such as mental health, day care facilities, etc.

- Agreements or contracts with local employers to provide on-the-job training.

- Other agencies or organizations that can provide diagnostic services and/or consultation services, such as:

  Federal agencies
  Institutions for the neglected and delinquent
  Local community (public and private)
  Business/industrial community
  Special interest groups
  State agencies
  Private nonprofit organizations
  Citizens organizations

At the 9th grade level an occupational training program placement is usually not feasible due to the lack of prerequisite skills by the student/client. This is usually the time to consider placement into preparatory programs to allow the student/client to acquire the prerequisite skills. Or perhaps a continuation of assessment through exploratory programs is indicated. Alternatives that should be considered are:

- an exploratory vocational program which has the dual purpose of providing the student with experiences to help him/her make a meaningful occupation choice or occupational program, and to provide a medium in which an assessment can be made of the student's potential, or/and

- a prevocational program for the purpose of providing the student with prerequisite generic skills or personnel adjustment training for entry into an occupational preparation program or/and

- a work attitude or personal adjustment program through vocational rehabilitation, or/and

- a basic remediation program

Insure that all appropriate persons within the school system and vocational rehabilitation are involved in the IEP development and placement process. These persons are those in addition to the requirement of 94-142.

Vocational Rehabilitation Counselor
Vocational Rehabilitation evaluator
Vocational guidance counselor
Vocational receiving teacher
Special education teacher

(c) A vocational implementation plan (IEP, Form B) must be developed for every special education child who is placed into a vocational program where modifications are needed. The plan must be developed as part of the placement process prior to the student entering the program.

NOTE: A vocational program means either an occupational training program that is specific to the preparation of the student for entry-level

employment, or an exploratory/prevocational program prior to the 10th grade.

The implementation plan must contain at least each of the following elements.

- An occupational goal
- The specific annual goal of the program
- Short term measurable objectives that support the annual goal
- Evaluation dates and methods to be used for evaluating the short term objectives
- Modifications needed in the program to compensate for the students handicap

(d) Responsibility for developing the implementation plan is that of the receiving vocational teacher and the responsible special education teacher working together.

(e) The disposition of the implementation plan should be maintained in the vocational program with the special education teacher retaining a copy. When the student leaves the vocational program the plan should be maintained by special education.

(f) Page 33 and 35 illustrates an example of an implementation plan for an occupational prep program and a prevocational program respectively.

July, 1985

ALABAMA INDIVIDUALIZED EDUCATION PROGRAM IMPLEMENTATION PLAN FOR: _____
(Name of Student)

LEA/OTHER AGENCY: Any Place County Schools SCHOOL: Union Street AVC YEAR: _____
VOCATIONAL EDUCATION OCCUPATIONAL GOAL IF APPLICABLE): N/A
TRANSITION GOAL (BY END OF THE NINTH GRADE OR AGE FIFTEEN): N/A

SPECIAL GOALS AND OBJECTIVES	TYPE EVALUATION	PROJECTED CHECK-POINT DATE	DATE/DEGREE OF MASTERY
AREA: Vocational Assessment			
Annual Goal: To determine specific occupational training area most suited for Bobby	Vocational assessment using SAGE system	January 30, 1986	
Objective: Complete the SAGE evaluation			
Objective:			
AREA: Prevocational Assessment Preparation			
Annual Goal: Prepare Bobby to complete the SAGE assessment system.			
Objective: To increase Bobby's reading ability to a 3rd grade level.	SRE diagnostic test	January 15, 1986	
Objective: To increase Bobby's math level to a 4th grade level.	Basic competency diagnostic test	January 15, 1986	
AREA: Vocational Maturity			
Annual Goal: To expand Bobby's awareness of the world of work.	Vocational maturity test	January 15, 1986	
Objective: To recognize at least 25 occupatitonal jobs and related requirements and wage potential	Orally	January 15, 1986	
Objective:			
AREA: Work Related Habits			
Annual Goal: To improve Bobby's work related skills			
Objective: Apply personal hygiene	Teacher observation Checklist	January 15, 1986	
Objective: Dress neatly and appropriately	Teacher observation Checklist	January 15, 1986	

Continuation - Bobby Hanell

The following modifications should be done for bobby during this period.

1. All written tests should be administered orally until Bobby has improved his reading ability.

2. The environment and instructions should be very structured and clear.

3. Bobby should be allowed prepractice during any evaluattion procedure to overcome frustration due to nervousness.

July, 1985

ALABAMA INDIVIDUALIZED EDUCATION PROGRAM IMPLEMENTATION PLAN FOR: Bob Harrel
(Name of Student)

LEA/OTHER AGENCY: Any Place County Schools SCHOOL: CENTRAL AREA VOCATIONAL SCHOOL YEAR: 1985-86
VOCATIONAL EDUCATION OCCUPATIONAL GOAL IF APPLICABLE): Employment as a Mechanics Assistant
TRANSITION GOAL (BY END OF THE NINTH GRADE OR AGE FIFTEEN): Independent Employment in the Automotive Service Areas

SPECIAL GOALS AND OBJECTIVES	TYPE EVALUATION	PROJECTED CHECK-POINT DATE	DATE/DEGREE OF MASTERY
AREA: AUTO MECHANICS Annual Goal: BOB WILL GAIN SKILLS AND KNOWLEDGE IN THE AUTO MECHANICS AREAS. Objective: **See attached auto mechanics task delineation Objective:	Instructor observation and rating checklist	October 11, 1985 November 22, 1985 January 24, 1986	
AREA: _____ Annual Goal: (NOTE) The attached task list represents all the skills the regular program teaches. Appropriate tasks are Objective: marked for Bob to accomplish this year Objective:		March 7, 1986 April 25, 1986 June 30, 1986	
AREA: _____ Annual Goal: Objective: Objective:			
AREA: _____ Annual Goal: Objective: Objective:			

*See next page for instructional delivery modifications needed by Bob.

Continuation:

The following modifications should be done for Bob during the year.

1. All reading materials should be below the 4th grade level.

2. Bob should be given individual assistance on math related to auto mechanics.

4.5 ALTERNATIVE SERVICES AND/OR ASSISTANCE THAT CAN BE PROVIDED FOR THE HANDICAPPED STUDENT THROUGH SET-ASIDE FUNDS

The following is a partial list and explanation of different services and assistance that should be considered by local school systems in planning for the handicapped student in vocational education.

4.5-1 Supportive Services (Related Services) through vocational education

While vocational educators use the term "supportive (or support) services," special educators tend to refer to "related services." These terms are synonymous. P.L. 94-142 defines "related services" as transportation and such developmental, corrective, and other supportive services as are required to help a student benefit from special education (including vocational education).

- Transportation
- Counseling services
- Supportive instruction for individualized assistance in the classroom
- Remedial instruction in the basic academic skills on the basis of a students' need in a particular vocational course
- Assistance through an interpreter, note-taker, direct reader, tutorial aide, bilingual specialist, or attendant for physically handicapped
- Specialized vocational counseling and guidance services
- Specialized job placement and follow-up assistance.

NOTE: Only those supportive services that are necessary for a handicapped student to benefit from vocational education are covered under P.L. 94-142 and P.L. 98-524. Use of Federal funds must be consistent with requirements of the regulations concerning set-aside funding. (Federal vocational education funds may not be used for medical, dental, food, and housing cost.)

4.5-2 Modifications to Vocational Programs to Assist Handicapped Students Using Set-Aside Funds

Reasonable modifications to the programs should be made as needed in scheduling, curriculum equipment, and facilities to enable handicapped students to participate successfully in vocational education. Modifications include the following.

4.5-2a Scheduling Modifications:

Needed to provide additional time for faculty to assist identified handicapped students:

- Extension of instructional time
- Instruction on an individual basis
- Flexible scheduling of students to permit program entrance/exit appropriate with progress

4.5-2b Curriculum Modifications:

Required to enable individual students to continue in regular vocational education program by assisting them in compensating for their handicap:

- Allocation of additional time to develop skill
- Specially designed workbooks or textbooks}
- Task analysis of occupations to identify possible modifications in instruction, equipment, or methods

4.5-2c Equipment/Facilities Modifications:

- For the visually handicapped:
  Instruction in Braille
  Large print materials
  Signals that use sound rather than sight
  Special safety devices, such as guardrails around moving parts or a machine

- For the deaf and hard of hearing:
  Printed rather than verbal instructions
  Signals that use sight rather than sound
  Sound amplification devices

- For the orthopedically handicapped:
  Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls
  Special desks and work tables for students in wheelchairs
  Ramps for students who cannot use stairs

- For the mentally retarded:
  Simplified equipment
  Simplified instruction guides and manuals

- For the cardiac and other physically impaired:
  Additional facilities for restrooms
  Handrails in washrooms and in corridors

4.5-3 Work Experience Programs That Provide Handicapped Students with Direct Participation in the World of Work

Work experience programs assist students in bridging the gap between school and work by helping them acquire desirable social skills, work habits and attitudes, and entry-level job skills. Ideally, such programs should not be the total vocational education provided to the student, but should complement the skill training provided in a vocational education program.

4.5-3a In Developing Policies for Work Experience Programs, The Local Educational Agency Should Consider the Following Topics:

- Goals and objectives of program
- Number of hours per week a student is permitted/required to work
- Age requirements

- Number of credits a student may earn
- Student eligibility
- Credit for early termination of job
- Policy on changing jobs
- Parental permission
- Related instruction
- Required reports
- Ratio of students to staff
- Role of staff and administration
- Transportation
- Contract with employer
- Training plan
- Enforcement of applicable employment laws
- Procedures for advancing students who are capable of going beyond the entry-level job

4.5-3b Supported Employment Programs can be a very important method for bridging the gap between school and work for the handicapped person. Supported employment is paid employment for persons with developmental disabilities for whom competetive employment at or above the minimum wage is unlikely and who, because of their disabilities, need ongoing support to perform their work. Support is provided through activities such as training, supervision, and transportation. Supported employment is conducted in a variety of settings, particularly work sites in which persons without disabilities are employed. Examples of supported work programs include job coach situations (an individual placement and training approach); a work station/enclave approach); a mobile crew situation; and a small business approach through benchwork contracts.

4.5-4 Vocational Education, Cooperative Education

The definitions of cooperative education that follows is based on P.L. 98-524. It should be noted that cooperative education does not mention including the student or the parents in planning the written cooperative arrangements. Placing a handicapped student in a cooperative education program should be a decision of the IEP committee. The parents and student as well as the appropriate school personnel should be involved. It may be desirable to have the prospective employer in attendance.

Cooperative Education is a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time.

4.5-5 Simulated Work Experience

If on-the-job work experience is not possible or practical for handicapped students, a simulated work experience may be provided in the classroom. A mock-up or simulation of an actual community work station is created in the

vocational laboratory and the student learns the task in the laboratory setting. This learning can then be transferred to the actual work site. This may be appropriate for students whose handicaps are such that they are not candidates for integration into regular vocational courses and are not ready for placement in a paid employment setting. It is a transitional step to paid employment and may be viewed as one phase of a carefully structured work experience program.

4.5-6 Sheltered Pre-employment Services

Sheltered employment services may be provided for severely handicapped persons who cannot be readily absorbed in the competitive labor market. Such services are usually offered at publicly sponsored or private nonprofit rehabilitation facilities. All facilities providing sheltered employment must be certified by the Department of Labor according to the percentage of the minimum wage paid in relation to the clients' productivity. Administrators seeking further information should contact the Wage and Hour Division of the Department of Labor.

Many sheltered employment workshops are sponsored by nonprofit health organizations such as the United Cerebral Palsy Association, the National Association for Retarded Citizens, and Goodwill Industries, Inc. Although these organizations are dedicated to serving clients with a specific type of handicap, financial constraints usually prohibit providing services to those who are not sponsored by either the local educational agency or vocational rehabilitation agency.

In referring a student for sheltered pre-employment services, the local educational agency should invite a representative from the agency providing the prospective services to attend the meeting at which the student's individualized education program (IEP) is developed. The IEP will specify the sheltered pre-employment services to be provided by the sheltered facility. The responsibility for monitoring the student's IEP and ensuring that services are delivered as specified remains with the local educational agency.

4.5-7 Travel Training for Transportation to Jobs on Completion of Vocational Training

Program staff should address the need for travel training which is offered concurrently with vocational training to prepare handicapped students to travel independently. LEA's should decide who is responsible for providing travel training. Staffing and equipment needs will vary depending on the type of handicapped student being trained. Program administrators should consider:

- Use of staff who are part of vocational program.
- Consultation with mobility/orientation specialist.
- Purchase of adaptive devices such as hand controls for vehicles.
- Vocational rehabilitation.

Although mobility/orientation specialist have traditionally worked with the visually handicapped, they have successfully adapted their techniques for

those with other handicaps such as mental retardation and orthopedic impairments.

Handicapped students should become familiar with and know how to use all the modes of transportation used by nonhandicapped persons, such as:

- Public transportation (bus, train, subway).
- Car pooling.
- Personal transportation (walking, bicycling, driving).

In addition, some community private agencies serving handicapped individuals establish special transportation services for handicapped persons who are unable to travel to work by other modes of transportation.

Staff responsible for follow-up should assist students who need help in solving job related transportation problems. Assistance should primarily be in the form of providing information to the student concerning special transportation arrangements when difficulties would preclude the student's reporting to the job. For example, staff may inquire for those confined to wheelchairs as to scheduling special lift buses or vans.

4.5-8 Job Placement and Follow-up Services

Job placement and follow-up services should be established to help handicapped students secure and maintain job placements in settings that are suitable for their abilities and interests. It should be assumed that handicapped individuals are seeking the same array of careers as nonhandicapped. They should not be counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. Job placement and follow-up procedures that have proven effective for nonhandicapped persons are appropriate for handicapped students. These include:

- Referring students to job openings.
- Instructing students in job-search techniques.
- Taking job orders from employers and listing jobs.
- Following up on placements of students in jobs.
- Soliciting jobs for listing.

In addition, job placement services can be provided handicapped students to enhance their success in securing and keeping jobs.

- Instruction and practice in job-seeking skills for handicapped students who may need more practice to compensate for lack of exposure to work world:

  Preview of employment resources.

Proper use of application blanks.

Methods of effective interviewing.

Suggestions about how to focus on capabilities, not handicaps, when talking with employers.

Preparation of resumes and obtaining letters of reference.

- Provision of information to employers to dispel their fears about hiring handicapped individuals.
- Provision of information to assist employers and handicapped individuals in acquisition of adaptive devices and in modification of work task/work environment that will enable physically or mentally handicapped individuals to be competitively employed.
- Establishment of procedures to search actively for job openings in the community for handicapped students.
- Development of procedures to match qualified students with available jobs.
- Provision of assistance as needed to students during interviews and in contacts with personnel officers.
- Assistance to students in solving job-related transportation problems.
- Assistance to students during initial period on the job.
- Establishment of on-the-job follow-up procedures.
- Coordination of educational agency placement activities with Vocational Rehabilitation, state employment services, and other community agencies.

4.5-9 Adaptive Devices and Special Equipment

Adaptive devices and special equipment modifications should be provided to meet the individual needs of handicapped students when needed. Some devices and equipment for different handicapping conditions are available by mail order. A directory of these sources is Accent Buyer's Guide (Accent Special Publications, 1977).

4.5-9a Design of Special Equipment by Program Staff should be consideration in meeting the particular need of a handicapped student. Staff will have to rely on their imagination and ingenuity to develop the appropriate equipment. Program staff could consult occupational therapists or bioengineers for assistance in this area.

4.5-9b The following is a list of some of the ways equipment can be adapted to meet the needs of handicapped students:

- Installing safety devices on machines, such as:

  Guardrails
  Cover plates
  Warning plates for tactual interpretation
  Warning lights
  Warning sounds

- Installing adaptive operating devices on machines, such as:

  Hand controls (mono-, bi-)
  Foot controls
  Hand-foot controls (hemi)
  Head controls
  Mouth controls

4.5-9c Adapting existing equipment or securing other equipment to assist handicapped students, such as:

Adaptive handles on tools
Guard plates to direct finger/hand accuracy
Left-handed scissors
Pattern guides
Cutting guides
Magnifying guides
Tape recorders

Caution: Reasonable Accommodation

In order to provide realistic training programs, vocational programs always attempt to create a physical environment resembling as closely as possible that found in business and industry, thus allowing the development of skills as they are used in industry.

In adapting equipment to meet the needs of handicapped students, it is important to work closely with representatives of the business-industrial community to ensure that training conditions that can be transferred to industry are created. Most employers are willing to make reasonable accommodations to modify or adapt equipment or devices to meet the needs of handicapped workers. (They are required under P.L. 93-112, Section 503, to do so if they receive federal contracts.) Therefore, when accommodating students in vocational programs, training conditions should not be so special that their duplication would impose undue hardship on employers. Students trained under such conditions might be unable to find employment in industry.

An excellent resource catalog machinery adaptation for the handicapped is Tools, Equipment and Machinery Adapted for Vocational Education and Employment of the Handicapped, January, 1981. This publication is obtainable from The U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, Washington, D.C.

4.5-10 Facility Construction and Modification

New construction or facility modifications should be provided to make vocational programs accessible to the handicapped student.

4.5-10a P.L. 93-112, Section 504 mandates that each program or activity utilizing Federal funds shall operate so that when viewed in its entirety, it is readily accessible to handicapped persons. Section 504 states that no qualified handicapped person can be excluded from participation in or otherwise be subjected to discrimination under any program or activity because a facility is inaccessible to or unusable by that person.

4.5-10b Programs can be made accessible through such methods as:

- Redesign of equipment.
- Reassignment of classes or other services to accessible buildings.
- Assignment of aides to students.
- Alteration of existing facilities or construction of new accessible facilities.
- Any other methods that result in making programs accessible to handicapped persons.

The local educational agency is not required to make structural changes in existing facilities when other methods are effective in achieving compliance.

When methods for meeting program accessibility are chosen, priority should be given to those methods that offer programs and activities in the most integrated setting.

4.5-10c New Construction Must be Designed and Constructed so that the facility is readily accessible to and usable by handicapped persons. Alterations to existing facilities also are required to be accessible to and usable by handicapped persons to the maximum extent feasible.

Compliance with this requirement may be met by designing, constructing, or altering facilities in conformance with the American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped (American National Standards Institute, Inc., 1971).

Information can also be obtained from the Architectural and Transportation Barriers Compliance Board, Washington, D.C.

4.6 TYPES OF SERVICES THAT MAY BE PROVIDED FOR THE HANDICAPPED STUDENT THROUGH THE VOCATIONAL EDUCATION SET-ASIDE FUNDS FOR HANDICAPPED PERSONS

It should be noted that at least three areas of funding exist for providing the following services:

- Set-aside funds (excess cost funds) allocated to Special Education through P.L. 94-142;

- Vocational set-aside funds for the handicapped contained in your vocational budget;

- Services provided and available through Vocational Rehabilitation.

The first two are controlled by the local school system, while the last mentioned is controlled through Vocational Rehabilitation. Cooperation among Special Education, Vocational Education, and Vocational Rehabilitation and other providers of resources is extremely important to facilitate handicapped students' success in the least restrictive vocational education environment.

- Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community, and to support legislation. Allowable costs include:

  Formation and servicing of the Advisory Committee for the Handicapped. Formation of and participation in state and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members who attend meetings.

- Survey/evaluations--conducted by staff members or under contract including:

  Identification of handicapped population and the geographical areas in which it is concentrated.

  Assessment of effectiveness of methods, materials, equipment, and techniques used in providing vocational programs for handicapped persons.

  Identification of other agencies, organizations, or individuals concerned with the handicapped and the extent to which they provide vocational education.

- Recruitment/promotional activities--designed to reach handicapped persons and potential employers and to develop community participation and support including:

  Advertising through newspapers, television, and radio.

  Announcements through posters, flyers, brochures, and other visual media.

  Speaking engagements with community groups including local chapters of social welfare organizations.

- Identification of handicapped--needed to identify and classify specific problems of individual students including:

  Counseling services for students and/or their families (pay for time over regular duties can be provided.)

  Preparation of diagnostic and evaluation tools.

Education testing to determine academic level, interest, and abilities.

Vocational or work evaluation.

- Staff development--required to prepare teachers to work with handicapped students including:

  Teacher training programs (both preservice and inservice).

  Travel costs and salaries of faculty members who attend seminars, conferences, workshops, and special institutes.

- Modifications of schedules--needed to provide additional time for faculty to assist students identified as handicapped. Additional faculty time and related expenses may be required when any of the following situations exist:

  Extension of instructional time

  Instruction on an individual basis.

  Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress.

- Modifications of curriculums--required to enable individual students to continue in regular vocational education program by helping them compensate for their handicaps including:

  Allocation of additional time to develop skill.

  Specially designed workbooks or textbooks.

  Analysis of tasks within occupations to identify possible modification in instruction, equipment, or methods.

- Development of curriculums--required to provide students with a specially designed program to suit their individual needs including:

  Research, experimental, and demonstration projects.

  Contracts with consultants, specialists, or teachers.

  Individualized learning packages.

  Orientation programs to develop social skills and attitudes and consumer education.

  Orientation programs to observe various occupations.

  Special supplies and instructional materials.

- Modification of equipment:

  For the visually handicapped:

  Instruction in Braille.
  Large-print materials.
  Signals keyed to hearing rather than to sight.
  Special safety devices, such as guardrails around moving parts of a machine.

  For the deaf and hard of hearing:

  Printed rather than verbal instructions.
  Signals keyed to sight rather than to hearing.
  Sound-amplification devices.

  For the orthopedically handicapped:

  Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.
  Special desks and work tables for students in wheelchairs.
  Ramps for students who cannot use stairs.

  For the mentally retarded:

  Simplified equipment.
  Simplified instruction guides and manuals.

  For those with cardiac and other physical impairments:

  Additional facilities for restrooms.
  Handrails in washrooms and in corridors.

- Supplemental educational services--designed to assist students in regular or special vocational programs including:

  Psychological services to test, diagnose, and evaluate emotional and mental problems.

  Guidance and counseling services, including referral and follow-up services.

  Job placement services, including job finding and employment follow-up.

  Tutorial services.

  Transportation services in addition to those provided regular students.

  Family counseling services related to the vocational program of the student.

Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, and guide services for the physically handicapped.

- Facilities--required for reaching and teaching handicapped students including:

  Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.

  Rental of nonpublic space to serve as classroom in locations more accessible to students.

  Contracts with private nonprofit schools that can provide programs and services not available in public schools.

- Cooperation with business community--required to enlist support for goals of vocational education for handicapped individuals through job offers, teacher training, and upgrading of skills.

The following costs are allowable:

Additional staff to coordinate, supervise, and guide work experience or work study programs.

Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills.

4.7 ILLUSTRATIONS OF PROGRAMS DESIGNED FOR THE HANDICAPPED STUDENT USING SET-ASIDE FUNDS FOR THE HANDICAPPED

(1) A student who is hard-of-hearing requires an interpreter for the oral instructions given in an office skills class. The interpreter is required by the student for half a day for four days a week. The time which the interpreter gives to the vocational student may be funded from the set-asides.

(2) A student in a health program requires a wheelchair for mobility. The cost of modifying the laboratory equipment to accommodate the wheelchair, as well as widening the entrance way, may be funded from the set-asides.

(3) A school for the blind institutes a machine shop course. Because the instructor, the equipment, and the texts must all be specialized to meet the unique needs of the students, a portion of this program may be funded from the set-asides. (See separate specialized programs in Chapter 5.)

(4) Students who have been identified as educably retarded wish to study food services. Recognizing that their academic capabilities are limited and that their ultimate goal within the industry is unlikely to extend to food management and restaurant administration, the curriculum is modified to enable each student to go as far as possible within his/her capabilities. It has also been determined

that these students require special attention and that the proper placement for each one is in a separate class with his/her peers. A portion of this program can be funded with set-aside funds. (See separate specialized program in Chapter 5.)

(5) A vocational school has both disadvantaged and handicapped students who need remedial work in mathematics. The Individualized Education Program (IEP) has identified this as a need for the five educable mentally retarded handicapped students. In addition the school records and the guidance counselor have identified five students who are academically disadvantaged in computational skills. A math instructor agrees to conduct a special remedial class for one hour each day for these ten vocational students. She intends to work closely with the three vocational instructors (the students are enrolled in three different courses). She also recognizes that the mentally retarded students will have limited abilities while the disadvantaged students will require special techniques until they can catch on to the subject matter and then move up into the regular classes. The additional service of remediation may be paid from set-aside funds, however, the salary and any material required by the course with 50% of this special support class applied to the disadvantaged and 50% to the handicapped funds.

Chapter 5

OTHER CONCEPTS, PROGRAMS, AND SERVICES

5.1 LEAST RESTRICTIVE ENVIRONMENT

The term Least Restrictive Environment means that, to the extent appropriate, handicapped learners will be educated with nonhandicapped learners. Restrictive environments, such as special classes or special schools, should only be utilized when the handicapped student cannot succeed in a regular program with nonhandicapped learners even though supplementary services have been provided.

When handicapped students are placed into regular programs, extra support is provided to the handicapped or disadvantaged students or to the instructor in the class. Support may take the form of assignment of special personnel to the class, special program modifications, or the provisions of special remedial education instruction, counseling, or other services to the handicapped or disadvantaged students enrolled in regular classes.

This is not to imply that all handicapped students must be placed in a regular program with nonhandicapped students. There are some situations where placement of a handicapped student into a regular program places more restrictions on the student than placement into a specialized program (see Section 5.3). The concept of least restrictive environment implies an environment where the best mix of benefits to the student can occur, such as obtaining necessary vocational skills, obtaining necessary social skills to be self-sustaining, and overcoming general deficits promulgated by the specific handicapping condition.

5.2 MODIFIED PROGRAM

Any vocational program that has been changed to any degree to accommodate special needs students is a modified program. Modifications may include but are not limited to the following:

(1) Modification to the curriculum delivery system to make it more individualized.

(2) Modification to the facility to make it more accessible for handicapped students.

(3) Modification to equipment and machinery to accommodate the handicapped or slow learner.

(4) Modification to the number of personnel to provide a better teacher-student ratio for more effective learning.

(5) Modification to instructional aids to enhance communication.

(6) Modification of time requirements to provide more instructional time with slow learners.

(7) Modification to the quantity of instructional materials and supplies to give slow learners more hands-on experience.

(8) Safety alterations to accommodate the handicapped.

(9) Increasing lab time or supervised work experience.

It must be kept in mind that a modification to a program in the context of expending set-aside funds must be a modification that would not be needed with the nonhandicapped or nondisadvantaged students for them to be successful in the program.

5.3 SEPARATE SPECIALIZED PROGRAM

Although Federal legislation places the emphasis on placing the handicapped and disadvantaged in regular programs, the fact is recognized that there are some cases where this is not the least restrictive environment. In some cases the handicapped or disadvantaged student must be placed in a "separate specialized" program due to the nature or severity of the handicapping or disadvantaged condition. These are cases where the handicapping or disadvantaged condition is so severe that the student cannot benefit from the regular program even with modification and supplemental aids and services.

Several basic criteria must be met when determining whether or not a separate specialized program can be operated through a portion of the set-aside funds.

(1) It must be determined through a systematic evaluation that the student(s) cannot be successful in the regular program. It is important that documentation to this effect be recorded and kept on file for each particular student involved. Such documentation may include:

(a) Psychological records

(b) Education records

(c) Academic achievement records

(d) Truancy records

(e) Past performance in regular vocational programs

(f) Records of behavioral or disruption problems in regular classroom

(g) Record of one to one time ratio needed in classroom for effectiveness

(h) Records of any services received during class time that are non educational that might disrupt regular students learning

(i) In general, any documentation that shows why this person is inappropriately placed in a regular vocational program

Keep in mind that it is inappropriate to remove a handicapped person from the regular classroom in cases where modifications can be made to the classroom environment to accommodate the student or overcome the handicapped. For example, removing a physically handicapped student from a shop environment due to a safety factor when modifications could be made to machinery, etc. to eliminate the safety factor would be inappropriate.

(2) The second criterion that must be adhered to is that the separate program must be specialized to the extent that it meets the individualized needs of the handicapped and is clearly different from a regular program.

(3) Thirdly, the students to be enrolled in the specialized program must be entering vocational education or already enrolled in vocational education.

(4) Lastly, the specialized program must be consistent with the goals and objectives of vocational education, and must provide correction for the deficiencies in the student enabling them to learn skills taught in the program.

Such a separate specialized program might include programs for institutionalized persons who are not permitted to participate in regular vocational programs.

A separate specialized program may be funded in part from vocational set-aside funds. The amount of funds that may be expended from set-aside funds must be clearly verified as "additional" cost and based upon a cost-per-student basis. Additional cost is defined in this case as the amount of money that is designated as above that which a regular program of similar nature cost. For example, a specialized occupational training program in carpentry assistant designed for lower functioning educable mentally retarded students is established. A regular program in carpentry that can have a maximum enrollment of 25 nonhandicappped students cost $50,000.00 per year to operate. That translates into $2,000.00 per student. The special program for the handicapped is allowed only 10 students enrolled due to the slowness of these students' learning ability and the individualization required. At $2,000.00 per student (cost of regular program) multiplied times 10 students (number of handicapped enrolled) totals $20,000.00. The actual cost of the handicapped program is $50,000.00. The $30,000.00 (the difference in $20,000.00 and $50,000.00) can be funded from set-aside funds as additional cost.

Remember, the basic criteria for establishing a separate specialized program are those outlined previously and must be met in order to fund the allowable portion through set-aside funds.

5.4 RELATED SERVICES

Related services pertaining to the handicapped and defined by Public Law 94-142 mean services provided to the persons that are not educational

activities but are corrective measures for a deficit related to the handicapping condition that is causing a hindrance in the learning process or a hindrance to acquisition of the educational activities. These services include:

(1) Transportation

(2) Developmental, corrective, and other supportive services including speech pathology and audiology; psychological services; physical and occupational therapy; recreation; and medical and counseling services which are for diagnostic and evaluation purposes only and are required to assist a handicapped child to benefit from special education.

(3) Early identification and assessment of handicapping conditions in children.

Related services pertaining to the disadvantaged mean services other than actual instructional activities that are necessary to overcome a problem that is causing the person to be unsuccessful in the vocational program. These include:

(1) Psychological services to test, diagnose and evaluate.

(2) Guidance and counseling services including recruitment, referral and follow-up.

(3) Counseling services related to attendance, drugs, and home problems if their problems are directly related to the inability to succeed in the vocational education program.

(4) Staff to coordinate, supervise, and guide separate cooperative work experiences, work-study programs, or apprenticeships.

(5) Lecturers, speakers, Big Brother and Sister participation, site visits to business and factories and other work places.

(6) Special counselor to work with economically disadvantaged pertaining to attitude, motivation, or behavior which is causing them to be unsuccessful in a vocational program if such factors are directly due to their economic situation.

Chapter 6

COMMONLY ASKED QUESTIONS WITH ANSWERS (INCLUDING SOME NOT SO COMMONLY ASKED)

This chapter contains a list of questions that are commonly asked by vocational teachers, administrators, and other personnel from both special education and vocational education.

In some cases the questions are answered in other chapters of this handbook. In such cases you will be referred to respective chapters.

6.1 EXCESS COST-GENERAL

6.1-1 Question

If a school system has a special project for handicapped or disadvantaged students which is being operated by using the set-aside funds allocated to that system for the handicapped and disadvantaged, how can the regular vocational teachers get some of the set-aside funds to use in purchasing materials, aides and/or equipment needed in the regular program for the handicapped and disadvantaged?

Answer

It is up to the discretion of the LEA to determine how to distribute the set-aside funds for the handicapped and disadvantaged at the local level, providing the use of the funds are in compliance with Federal and State regulation. One of the best ways to determine use and distribution of the funds at the local level, of course, is through systematic planning to insure that the amount of set-aside funds received by the local school system serves as many students as possible.

A local administrator may choose, however, to direct all the funds toward a special program within the school system that appears to be the bigger priority at the time, which of course may be a program specially designed to serve the needs of the students through a special project. Others choose to allocate portions of the funds to the different programs where the teachers in each program determined how their portion will be used relative to the individual needs of their students.

It is important to each vocational teacher to exert initiative toward providing input to the local vocational director or principal pertaining to their respective needs in serving the handicapped and disadvantaged students in their programs during the planning phase for the school year. It is also important to solicit information from your vocational director or principal about handicapped and disadvantaged funds for your program in addition to making your specific needs well known to the administration.

(Read Section 2-2 of this handbook for a further explanation on how to obtain set-aside funds for your program.)

6.1-2 Question

What can be provided or purchased using the set-aside funds for the handicapped and disadvantaged?

Answer

Read the following sections of this handbook: 2.1, 2.3, 2.4, 3.4-4, 3.5-3, 3.8, 4.6, 4.7, 5.2, 5.3

6.1-3 Question

Is there any way a vocational instructor can improve his/her shop facilities (wiring, lights, painting, etc.) using handicapped or disadvantaged set-aside funds?

Answer

If it can be shown that (1) a modification to a shop facility is needed to enable a handicapped or disadvantaged student to succeed in the program but is not needed for the nonhandicapped or nondisadvantaged student to succeed, and (2) the identified handicapped or disadvantaged students for whom such modifications are needed are enrolling or are already enrolled in the program, then such modifications may be made through using set-aside funds for the handicapped and disadvantaged funds. Set-aside funds cannot be used for generally improving a shop facility.

6.1-4 Question

How do vocational teachers purchase consumable supplies for their disadvantaged students? (Local administrators state that no money is available).

Answer

The answer to this question is in two parts: First, if set-aside funds are available, purchasing the needed consumable supplies for the disadvantaged students is the same as purchasing consumable supplies needed by nondisadvantaged students, except those supplies needed by the disadvantaged that are in addition to what nondisadvantaged students need may be purchased from set-aside funds. Secondly, if no set-aside funds are available, then no purchases can be made from this source. It should be remembered, however, regular vocational funds should be used for consumable supplies for all students. The unavailability of set-aside funds does not mean that you have no funds for the handicapped and disadvantaged student. The purpose of set-aside funds is to supplement the regular funds when special need students need special services that nonhandicapped and nondisadvantaged students do not need.

6.1-5 Question

Why may total set-aside funds be expended on one or two students?

Answer

The legislation does not address this question specifically, except that it emphasizes that set-aside funds are for students' needs related to handicapped or disadvantaged conditions. The local administration has the authority to designate priorities in using set-aside funds and to use those funds toward alleviating problems with the highest priority.

6.1-6 Question

When can the entire vocational program for disadvantaged and/or handicapped be considered additional services and be funded 100 percent from the set-aside funds?

Answer

Never. See Section 5.3

6.1-7 Question

Can set-aside funds be used for nonwage earning, home economics and/or industrial arts programs?

Answer

Yes, providing they are reported as vocational programs at the secondary education level.

6.1-9 Question

Can vocational set-aside funds be spent for programs which produce less than semi-skilled or skilled workers? (example: sheltered workshops)

Answer

Yes, providing that: (1) The program is for vocational students (reported to the State Department of Education as such); and (2) the program teaches skills that are preparing students for paid or nonpaid employment; for example, home economics; or (3) the program is in direct support of preparing students to enter into or benefit from an occupational vocational program, such as exploratory/prevocational, work adjustment, job readiness, etc.; or (4) the program is designed for vocational assessment.

Since the ultimate purpose of vocational education is to prepare all students including handicapped and disadvantaged for paid or unpaid employment, programs that do not directly or indirectly support this goal would not be classified as vocational, and consequently would not be eligible for vocational set-aside funds. Other funding sources are available for meeting the needs of nonvocational students, such as special education.

6.1-10 Question

How do special education funds under P.L. 94-142 relate to set-aside funds under P.L. 98-524?

Answer

Vocational education is defined by P.L. 94-192 as an alternative for placement of an exceptional youth (special education student), and therefore is part of special education when recommended by an "individual education plan" committee. Excess cost funds under P.L. 94-142 may be used with vocational programs in addition to nonvocational programs. However, set-aside funds under P.L. 98-524 are available and specifically designated for vocational students, and consequently cannot be used for non-vocational students.

Ideally, the two sources of funds should complement each other. Many handicapped vocational students are enrolled in special education classes as well as a vocational program. Many vocationally related academic skills can be taught in the special education class, and special education teachers and vocational teachers should coordinate such programs to benefit the student.

6.1-11 Question

Can additional services obtained from outside the school system, be payable from the vocational set-aside funds?

Answer

Yes, (See Section 5-4)

6.1-12 Question

Can the set-aside fund for disadvantaged programs and services be used to provide remedial instruction to persons needing entry level skill in reading, writing and arithmetic prior to actual enrollment in vocational programs?

Answer

Yes, providing the school system has a selection process that clearly identifies students who will be entering vocational programs.

6.1-13 Question

Can the set-aside funds be used to pay the cost of a program designed specifically for assessment of vocational interest and ability prior to actual enrollment in vocational programs?

Answer

Yes, providing the students receiving the services have been identified as handicapped or disadvantaged and the assessment goes beyond that needed for nonhandicapped and nondisadvantaged students.

6.1-14 Question

How can additional cost for sheltered workshops be determined when there is no criteria to establish average cost for the nonhandicapped?

Answer

The fact that the need has been established for a sheltered workshop defines such as an additional service since it is over and above what is needed for the nonhandicapped. (See Sections 5.3 and Section 5.3(4)) Any program for the nonhandicapped similar in design and purpose may be used, not one based on type of student.

6.1-15 Question

Are work experience and career exploration type programs fundable with vocational education set-aside funds?

Answer

Yes, providing those enrolled in the programs are entering or enrolled in vocational education and are handicapped or disadvantaged. However, only a portion of the program bay be funded from set-aside funds. (See Section 5.3)

6.2 EQUIPMENT COST THROUGH SET-ASIDE FUNDS

6.2-1 Question

What justification has to be made in purchasing a piece of equipment and what should the justification include?

Answer

Justification for buying a piece of equipment for a handicapped or disadvantaged student is the identified need of the student for whom the equipment is purchased, how the equipment will help remove the handicap or disadvantagement as a barrier to the student learning the necessary skills, and identification of the equipment as over and above what nonhandicapped or disadvantaged students need. Methods of accountability used by the local school systems for purchasing equipment for the handicapped and/or disadvantaged is left to the discretion of each LEA. The need for special or additional equipment for the handicapped and/or disadvantaged students should be easily identified when judged against the objectives on the vocational IEP for the handicapped and the VE Form 7 for the disadvantaged.

It is suggested that where a piece of equipment is purchased using set-aside funds, that a notation be attached to the invoice to be kept on file listing the students by name for whom the equipment was purchased, the handicapping condition or disadvantagement, and how the equipment is to be used to overcome the students', need and that this equipment continue to be special needs equipment for its useful life.

Example: This welding machine was purchased for the following named students: (name of students). These students are below grade level in the welding skills and are identified as academically disadvantaged. The machine was purchased because only one welding machine is presently in the welding course. One welding machine does not allow sufficient individual time for the disadvantaged student to learn the necessary skills. More individualization of instruction will be obtained with an additional welding machine and will be used by the named academically disadvantaged students for this purpose. (See Section 2.1 for more explanation of how to justify spending set-aside funds.) Note that where a school enrollment is 75% or more economically disadvantaged

regular equipment may be purchased through set-aside funds to update or modernize programs.

6.2-2 Question

What determines the type and kind of equipment I can purchase with Special Needs funds (set-aside funds)?

Answer

The needs of the identified handicapped and disadvantaged students in your vocational program. (See Sections 2.1, 2.3, 3.3, 3.4-4, 3.5-3, 3.8, 4.6 and 4.7)

6.2-3 Question

Can additional equipment be purchased using set-aside funds for the handicapped and disadvantaged students if regular programs are not up to state recommendations for equipment?

Answer

Only the equipment needed for the handicapped and/or disadvantaged students may be purchased using set-aside funds. This means that if a program is below standards for the number of regular students enrolled, then the program must be brought up to standards for regular students using regular vocational funds. The additional equipment needed based on the number of special needs students enrolled above the number of regular students may be purchased from set-aside funds. Funds may be prorated against the number of non-special need students and the number of special need students enrolled in the program. The exceptions is where a school enrollment is 75% or more economically disadvantaged. See Section 3.5-3.6, page .

6.3 EXCESS COST-SALARIES

6.3-1 Question

Can set-aside funds be used on a prorated basis from both handicapped and disadvantaged categories for a teacher's salary in a special separate program when both handicapped and disadvantaged students are enrolled?

Answer

Yes, but only to the extent that the total amount of the salary to be paid is allowed under additional services. (See Section 5.3)

6.3-2 Question

Can a regular vocational teacher who has been salaried 100 percent from regular vocational funds begin teaching a regular program one-half time and a special program for special need students one-half time and receive one-half of his/her salary from set-aside funds for special needs?

Answer

No

6.4 IDENTIFICATION OF HANDICAPPED AND DISADVANTAGED STUDENTS

6.4-1 Question

What criteria should be considered in the classification of the handicapped and disadvantaged student?

Answer

For the handicapped see Sections 4.1, 4.2 and 4.4. For the academically disadvantaged see Sections 3.1, 3.2 and 3.4-1. For the economically disadvantaged see Sections 3.2, 3.5-1.

6.4-2 Question

What can be defined as "public assistance" in classifying the economically disadvantaged? For example, is "Black Lung", social security, etc., public assistance that can be used to classify a vocational student as economically disadvantaged?

Answer

The determination of whether or not a vocational student is eligible for assistance using set-aside funds for the economically disadvantaged is basically, verification that the student is being prevented from entering or remaining in a vocational program due to an economic situation. Legislation does not define "public assistance". However, such things as social security income or other family income should be considered along with whether or not that is the only family income and other income the family may have. Generally, public assistance would be defined as income that is provided to the family due to their economic need and which has not been contributed to in the past by the family or which is not part of a planned retirement system, such as pensions, etc.

6.4-3 Question

Can women in nontraditional occupations be classified as having special needs (disadvantaged)?

Answer

Yes, providing they meet the criteria for being classified as disadvantaged and are secondary, vocational students. However, a woman in a nontraditional occupation cannot be classified as a disadvantaged person on the sole criteria that she is a woman in a nontraditional occupation.

6.4-4 Question

Under P.L. 94-142 several levels of priority for serving the handicapped students has been established. Which of these priorities is vocational education required to address?

Answer

It should be remembered that vocational education is part of special education in terms of being an option for placement of a handicapped student. By the time a handicapped student has been placed into vocational education for training, priorities will have already been addressed by special education. Vocational education must serve all handicapped students placed into vocational education via the IEP process.

6.5 PROVIDING SERVICES

6.5-1 Question

If an individualized education plan calls for a specific vocational training program which is not available in the school system, who is responsible for providing the program, special education or vocational education?

Answer

Both are responsible through a coordination of functions being performed by the most appropriate agency. Vocational education should be called into the IEP process when consideration is being given to vocational placement. Special education is responsible for insuring that the mandates of P.L. 94-142 are carried out in placing and training the handicapped student regardless of where the training takes place. Vocational education is responsible for monitoring the aspects of the training to insure consistency with P.L. 94-524, occupational goals, vocational content, job placement, etc. Both local agencies should coordinate and plan together for the benefit of the student and appropriate articulation of funding under P.L. 94-142 and P.L. 94-524.

6.5-2 Question

If vocational educators are not involved in developing the individualized education plan for the handicapped, are they required to provide services?

Answer

Yes. However, there should be systematic planning and cooperative agreements between vocational education and special education to insure that both work together during the placement of the student, development of the plan, and training process.

6.5-3 Question

Who decides the criteria for "least restrictive environment"?

Answer

The IEP Committee.

6.5-4 Question

If a program has a limited enrollment capability, must handicapped persons

be given preference? For example, an auto mechanic program has 20 work stations. It is taught in two sessions which limits the total enrollment to 40 students. There is a waiting list of 50 students of whom 20 are handicapped. All 50 students meet the entrance requirements for that program. The IEP for the 20 handicapped students calls for vocational education in auto mechanics.

Answer

Public Law 93-112, Section 504, regulations state that "an appropriate education is the provision of regular or special education and related aids and services that are designed to meet the individual education needs of the handicapped persons as adequately as the needs of nonhandicapped persons are met." This can be interpreted to mean that handicapped students receive equal treatment with nonhandicapped students. In cases of waiting lists for admission to a vocational program, local policies must insure that admission procedures guarantee equal treatment. An alternative appropriate placement must be provided for handicapped students while they are on the waiting list for the program of their choice.

Appropriate alternatives might include, but are not limited to:

(1) Training for work adjustment when needed.

(2) Contracting with other schools or outside agencies for training related to the vocational program in which the student is waiting to enroll.

(3) Basic skill training related to the respective vocational program.

(4) Work experience training.

(5) Exploratory program.

(6) Prevocational program.

6.5-5 Question

Can a handicapped student be denied entrance into a vocational program due to admission requirements of a minimum grade level or level or level of functioning?

Answer

Vocational administrators are encouraged to view the eligibility requirements to make sure that they do not discriminate against handicapped students or certain types of handicaps. Furthermore, it is the intent of Section 504 that, in this case, vocational education programs "are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same level of achievement, in the most integrated setting appropriate to the person's need (Reg. 84.4(b) (2))". This subpart further requires that "a recipient may not..." utilize criteria or methods or administration (i) that have the effect of subjecting qualified handicapped persons to discrimination on the basis of handicap, (ii) that have the purpose

or effect of defeating or substantially impairing accomplishment of the objectives of the recipient's program with respect to handicapped persons".

If a handicapped child is recommended by the IEP Committee for vocational education, he/she must be assured the opportunity to gain the same benefit or reach the same level of achievement. If after a comprehensive vocational evaluation the IEP Committee decides to place a handicapped student in diesel engineering with the goal of expanding his/her awareness of the mechanics of diesel engines, the eligibility requirement that students must be able to draw blueprints becomes moot, not because the child has poor muscle control and cannot write, but because the IEP Committee has determined it is appropriate education for that particular child. Consequently, the child is not evaluated in terms of the course objectives but the objectives outlined in the IEP. The regular program is obligated to educate the handicapped person with nonhandicapped peers unless it can be demonstrated that education of the person in the regular environment with the use of supplementary aids and services cannot be satisfactorily accomplished.

An important point here is that vocational personnel should be brought into the placement process as early as possible to help make decisions about benefits that may or may not be gained by the student relevant to specific vocational programs.

6.5 Question

Does the sending school remain responsible for handicapped students placed into vocational training programs outside the local school system?

Answer

The LEA which placed the student has the responsibility for the student in terms of insuring that the goals and objectives of the IEP are accomplished and monitoring the Committee to determine changes in goals and objectives or appropriate placement and facilitating the due process procedure. However, the receiving school has the responsibility of carrying out their part of the IEP and insuring that the student's rights under Section 504 are protected.

6.5-7 Question

Do all handicapped students need to attend a vocational program?

Answer

The answer to this question lies in the logic that there is no elective program that all students need to attend. Not all students need to go to a four-year college or a postsecondary technical school. The rationale for an answer to such a question is in systematic and effective planning to determine which and how many students need to be in any program, or how many students should be taking vocational education including all students, handicapped as well as nonhandicapped. The answer lies in the purpose of vocational education, benefits and advantages for the student and needs of the student.

However, since vocational education is included in the definition of special education, the LEA must assure that handicapped students have the right

to vocational education if identified by the IEP. Since the learning needs of handicapped students will vary and not all such students can be accommodated in a regular vocational program, the LEA must make a variety of alternative programs available to meet the child's learning needs in the least restrictive environment.

6.5-8 Question

What can be provided specifically for the economically disadvantaged student?

Answer

See Section 3.5-3.

6.5-9 Question

How is a handicapped student with an orthopedic impairment who did not need special services prior to entering a vocational program, but who requires special services unique to the vocational program, provides needed services?

Answer

By first getting the student determined eligible for services under P.L. 94-142. This should be accomplished by referring to special education through your principal or local vocational director. Special Education has the responsibility of classifying handicapped persons for eligibility. Common sense should be used in providing necessary services to the student while awaiting eligibility determination. (See Sections 4.3 and 4.4). Another option is to contact the area vocational rehabilitation counselor. Many students can be determined eligible for rehabilitation services who do not qualify for special education services.